

**Revised Template  
Degree Program  
Assessment of Student Learning Plan  
Kansas State University**

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- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: Arts & Sciences  
Department: English  
Date: 20 October 2004

**B. Contact Person(s) for the Assessment Plans**

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**C. Degree Program**

B.A. in English

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

1. Generate a close reading of a text: Recognize, understand, and explain a text's elements--for example, word choice, imagery, form, and connotations. [to be assessed beginning in 2005-2006]
5. Demonstrate familiarity with literary works by writers of diverse backgrounds (for example, race, gender, class, ethnicity, ideological perspective, and sexual orientation.) [to be assessed beginning in 2006-2007]
4. Demonstrate familiarity with British/American literary traditions, including prominent authors, genres, literary movements, and styles, as well as the historical and cultural contexts important to those traditions. [to be assessed beginning in 2007-2008]

Special rationale for selecting these learning outcomes (optional):

These learning outcomes are central to the mission of the department and to the way the B.A. program is structured. English 310, Introduction to Literary Studies, is a course that majors are required to take as soon as possible; the American and British literature surveys are recommended following completion of English 310; courses that fulfill higher-level requirements for the degree often emphasize diversity.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

See accompanying table. Note: we will not be submitting a table linking all of our courses to our SLOs at this time.

University SLOs→ Program SLOs↓	Knowledge	Critical Thinking	Communication	Diversity	Academic/Professional Integrity
1. Generate a close reading of a text: Recognize, understand, and explain a text's elements—for example, word choice, imagery, form, and connotations.		X			
2. Draw on relevant cultural and historical information to analyze and interpret a literary text.		X			
3. Identify and explain the significance of texts in literary history using an understanding and appreciation of their style.	X				
4. Demonstrate familiarity with British/American literary traditions, including prominent authors, genres, literary movements, and styles, as well as the historical and cultural contexts important to those traditions.	X				
5. Demonstrate familiarity with literary works by writers of diverse backgrounds (for example, race, gender, class, ethnicity, ideological perspective, and sexual orientation.)				X	X
6. Research and write focused, convincing analytical essays in clear, grammatical prose.			X		X
7. Tailor writing for various audiences and purposes.			X		X
8. Think independently, employing logic, interpretive skills, and analytical strategies.		X			
9. Participate in discussions by listening to others' perspectives, asking productive questions, and articulating original ideas.			X		X

**2. How will the learning outcomes be assessed? What groups will be included in the assessment?**

Direct measures: Faculty will provide examples of a designated assessment exercise given sometime following the middle of a given semester that demonstrates student comprehension of materials or competency in skills.

Indirect measures: Faculty may provide examples of students' course evaluations, reflection exercises, online discussion groups, and pedagogical self-assessment to indirectly assess comprehension of materials or competency in skills.

In order to acknowledge and foster a diversity of effective teaching styles (since in fact there is a diversity of learning styles), we are not requiring any specific or common measurement across classes or among sections of a given course. Where one teacher may assess close reading skills through journal entries, another may use papers, and another may prefer short essay exams. Good assessment focuses on demonstrating what is learned, not on micromanaging teaching styles. For that reason, the focus here remains on articulating the means by which the outcomes have been met. The faculty member teaching the course will assess the exercise; there are no resources for asking other faculty members to do this work (which involves labor-intensive evaluation of writing and critical thinking). However, all faculty members who are teaching a course that is among the designated assessment program curricula will meet each year in the early fall to study the assessment tools and their results and discuss them. For example, since we are assessing our students' ability to generate a close reading of a text in English 310 beginning in 2005, in September or early October of 2005, all faculty members teaching English 310 in the 2005-2006 school year will meet to examine the assessments that have been conducted in English 310 in the 2004-2005 school year. Their comments and recommendations will be forwarded to the department as a whole following their meeting. In addition, at the end of the semester in which an instructor has assessed a given SLO, the instructor will submit to the department's Assessment Committee a succinct analysis of her/his assessment of the targeted SLO. This analysis will include the following:

- a) a copy of the assessment exercise;
- b) an explanation of what the assessment sought to measure;
- c) a demonstration of what kind of work constituted high pass, a pass, a low pass, with examples of student work that would exemplify each category, if applicable;
- d) a summary of the results

Groups:

Beginning in 2005: for English 310 (Introduction to Literary Study), in which the ability to generate a close reading will be assessed, all students will be assessed. (The course caps at 15.) This course is offered every semester; all 3-4 sections will be assessed.

Beginning in 2006: for English 580 (World Literature) and English 525 (Women and Literature), in which students need to be able to demonstrate familiarity with literary works by writers of diverse backgrounds, all students will be assessed. (These courses cap at 30.) English 580 is offered at least once a year; English 525 is offered every semester. These courses will be assessed whenever they are offered.

Beginning in 2007: for English 361 (British Survey I) and English 362 (British Survey II) and English 381 (American Survey I) and English 382 (American Survey II), in which students need to demonstrate familiarity with British/American literary traditions, including prominent authors, genres, literary movements, and styles, as well as the historical and cultural contexts important to those traditions, all

students will be assessed. (These courses cap at 30.) All four courses are offered every semester and will be assessed every semester.

**3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

See response to # 2 for an explanation of when these outcomes will be assessed and when and in what format the results of the assessment will be discussed.

**4. What is the unit's process for using assessment results to improve student learning?**

As we have noted in response to the questions in # 2, individual faculty members in assessed courses will turn in materials summarizing the assessment exercise every semester to the department's Assessment Committee. In addition, faculty members who teach those classes will meet in the early fall of every year to examine the results of the assessment exercises every year. Both the Assessment Committee and the individual faculty groups will forward the results of their discussions about the assessment exercises to the department as a whole. The individual faculty groups will report to the department during the fall semester (following their small-group meetings). In addition, in the spring of each year, the Assessment Committee will make an annual report on the assessment process and provide the department faculty as a whole with an opportunity to make any necessary changes to the student learning outcomes, the assessment plan, faculty members' recommended pedagogies, or the curriculum as a whole.